

How to Use This Book

Each unit in the *Reading Shelf* series includes eight parts, plus additional review and consolidation activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, organizing, and writing skills in English. A summary of each section is presented here.

Student Book

Warm-Up

includes two questions to stimulate students' interest about the topic. Sample responses for all Warm-Up questions are provided in the answer key for each book.



UNIT 1 School/Fiction
A Friend on the Bus

Warm-Up
Answer the questions.
1. Do you travel with friends on buses?
2. Do you talk to other people on buses?

New Words
Match the word with its meaning.

		
As a result	To talk in a friendly way	In a surprisingly short time

- He hurt his shoulder, so he can't play baseball.
- I like to chat with my friends after lunch.
- She puts the book back onto the shelf.
- Many people get off at this stop.
- Please don't tap on the glass.
- She already finished half of the book.

New Words

lists key vocabulary for the unit. Students match the words with photographs or definitions corresponding to each word's meaning. Sentences using the vocabulary provide context to help students understand the words.

Reading

alternates between original stories and informative passages linked by topics. An audio recording of each passage is provided on the audio CD. Students can track the words as the passages are read by native speakers.



Reading
Listen and read.

Linda is nervous as she **steps onto** the bus. It is her first time to take the bus to her new school. She hopes she remembers to **get off** at the right stop.

After Linda finds a seat, the girl beside her says, "Hi, I'm Amy. I think we go to the same school. I can't **tell** from your uniform!" Linda is not sure what to say, so she just smiles. Amy **chats** with Linda until they arrive at school. Then Amy says, "**This** is our stop. Come on!" Linda doesn't feel nervous anymore. Today, she will start at a new school, and she **already** has a new friend.

Reading Time: _____

After hearing the passage read aloud, students should be encouraged to read the passage themselves as a timed reading.

Checking

includes multiple-choice questions of the following types: main idea, detail, pronoun reference, word usage, and negative fact questions.

Checking

Choose the best answer.

1. What is the reading about?
a. Helping a lost girl
b. Meeting for the first time
c. Seeing an old friend on a bus
d. Taking the bus after school
2. What does **fell** mean in the reading?
a. To slip
b. To see and know
c. To show as an example
d. To talk about a bad thing
3. What does Amy do?
a. Ask Linda to be friends
b. Invite Linda to sit with her
c. Take her on the bus
d. Wait at the bus stop for Linda
4. What does **this** refer to in the reading?
a. A lost girl
b. The seat
c. Their school
d. Her uniform
5. Which is NOT true according to the reading?
a. At first, Linda thinks she might forget where to get off the bus.
b. Linda lets Amy do most of the talking at first.
c. Amy talks to Linda when it's time to get off the bus.
d. Linda is nervous when she gets off the bus.

Mapping

Choose and write the right answer for each question.

Amy
Forgetting her stop
No seats on the bus

Charting about school
Has a new friend
A new school

To a new school

1. Where is Linda going?
2. What is Linda nervous about?
3. Who talks to Linda on the bus?
4. Why isn't Linda nervous as she gets off the bus?

Mapping

reinforces comprehension of the reading passage as well as practices note-taking of passage content following a similar method as a 5 W's chart for note-taking.

Vocabulary Review

provides additional exposure to the target vocabulary of each unit in new contexts. These activities vary from unit to unit so that students practice with new words in a variety of ways over the course of each book.

Vocabulary Review

Choose the right word.

1. Everyone started clapping when the singer walked _____ the stage.
a. at b. into c. onto d. with
2. My dog _____ in the mud.
a. chatted b. tripped c. stepped d. told
3. Our plane stops in Tokyo, but we do not have to _____ there.
a. find out b. get off c. step onto d. take from
4. The bus is full, _____ we can't sit down.
a. and b. but c. so d. or
5. You do not need an umbrella because the rain has _____ stopped.
a. already b. anymore c. first d. until

Summary

Write the right words to complete the summary of the reading. One word is extra.

charting onto so get off stop already

It is Linda's first time riding the bus to a new school. _____ she is nervous. As she _____ onto the bus, she worries about forgetting where her stop is. The girl sitting beside her starts to _____ with Linda. The girl's name is Amy. Amy tells Linda when it is time to _____ the bus. Linda isn't nervous now. She is _____ for a new friend.

Summary

reviews target vocabulary for the unit, stimulates recall of key information from the reading, and develops reading fluency by repeating words and structures that students have studied in the unit.

Workbook

1 A Friend on the Bus

Check
Listen and write the words you hear.

Listening
Listen to the questions. Then choose the best response.

Review Activities
Circle the correct word for the blank.

Choose the right word

Writing
Look at the picture and answer the questions. Use the sentences in the box. Write a new sentence.

Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, various listening comprehension tasks, review activities that focus on the unit's passage content and key vocabulary, and various writing tasks targeting both guided and original sentence writing by students.